

# Engaging Young Children in Literacy

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Montana Office of Public Instruction

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# Session Objectives

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- Identify and define the critical literacy skills that need to be taught in Kindergarten
- Discuss effective, research-based activities to teach the critical Kindergarten literacy skills
- Reflect on why these skills are important
- Review ways to incorporate these activities that maximize student responses and increase engagement

# National Early Literacy Panel Findings

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## *Strong Predictors:*

- Alphabet Knowledge
- Phonological Awareness
- Rapid Automatic Naming
- Writing/Writing Name

## *Moderate Predictors:*

- Concepts of Print
- Oral Language

# National Early Literacy Panel Findings

## Effective Interventions

- Alphabetics and making sense of print
- Reading to and sharing books with young children
- Parent and home programs for improving young children's literacy
- Preschool and kindergarten programs

# Phases of Word Learning

	Characteristics	Examples	Grade
<b>PRE-ALPHABETIC</b>	<ul style="list-style-type: none"> <li>•uses incidental visual cues</li> <li>•Uses pictograms</li> <li>•associates word length with meaning</li> <li>•lacks letter knowledge</li> </ul>	<ul style="list-style-type: none"> <li>•reads CREST as toothpaste</li> <li>•reads logos such as Burger King</li> <li>•thinks snake is a longer word than caterpillar</li> </ul>	Preschool
<b>PARTIAL ALPHABETIC</b>	<ul style="list-style-type: none"> <li>•letter knowledge</li> <li>•partial phoneme awareness</li> <li>•uses letter names to achieve sound/symbol correspondence</li> <li>•guesses words using the initial consonant</li> </ul>	<ul style="list-style-type: none"> <li>•recognizes and names many letters</li> <li>•can do onset and rime and segment most one-syllable words</li> <li>•uses the letter e to spell the sound at the end of funny (fune)</li> </ul>	Kindergarten  Beginning Grade 1



# Critical Literacy Skills for Kindergarten

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- Phonological Awareness
- Alphabet and Letter Knowledge
- Phonics
- Handwriting
- Concepts of Print
- Oral Language & Vocabulary
- Comprehension

# Effective Engagement Techniques

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- Choral Responses
- Think-Pair-Share
- Precise Partnering
- Pacing



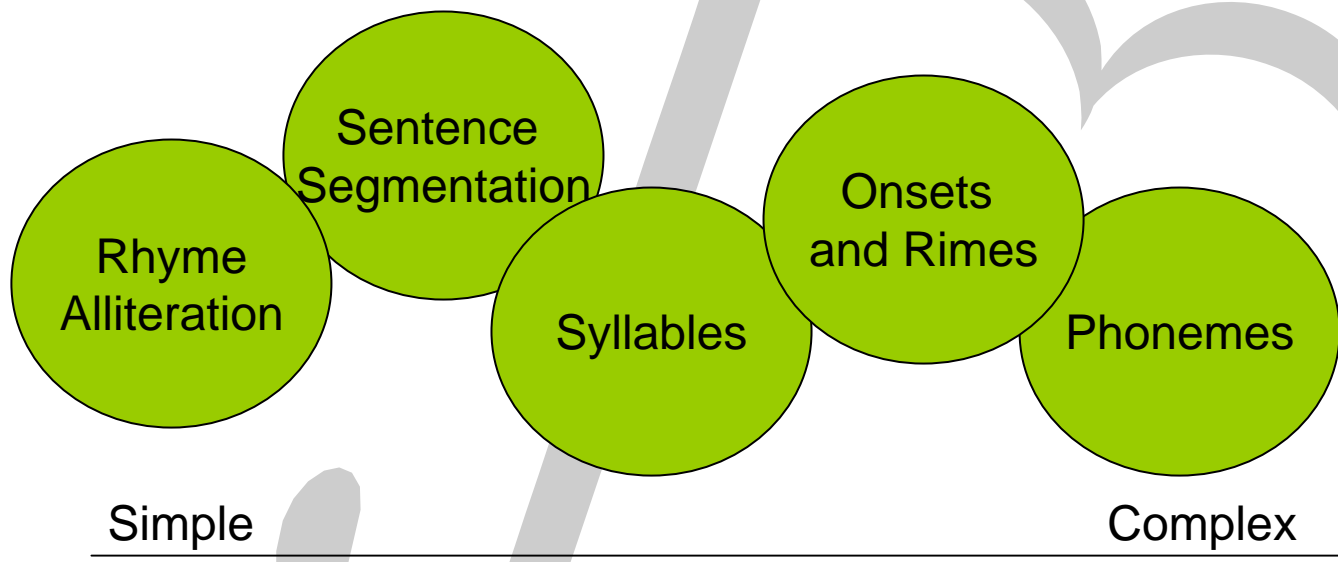
# What is Phonological Awareness?

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- One's sensitivity to, or **explicit awareness of**, the phonological **structure** of words in one's **language**. This is an “umbrella” term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.



# Phonological Awareness



# What Should We Expect?

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<u>Age</u>	<u>Skill(s)</u>
4 - 5	rhyme, alliteration, matching, syllables
5 - 6	onset-rime, initial consonant isolation
6 - 7	phoneme blending and segmentation
7 - 9	simple to complex deletion tasks

# Phonological Awareness Instruction

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- Focus on types of phonological awareness most closely associated with beginning reading and spelling achievement by linking phonemes to print
- Teach phonological awareness explicitly and regularly schedule instruction
- During a lesson, target only one type of phonological awareness, such as blending phonemes or segmenting words into phonemes
- Begin with easier activities and progress to more difficult ones
- Model each activity
- As soon as possible, help children make the connection between letters and sounds to read and spell words

# Most Effective Phonological Awareness Instruction

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- Onset-Rime
- Phonemic Awareness
  - Blending
  - Segmentation

# Onsets and Rimes

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- An onset is the beginning of the word.
  - Initial consonants or consonant cluster
- A rime is the rest of the word.
  - From the vowel over
    - Manipulatives
    - Blending and Segmenting

# What is Phonemic Awareness?

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“Phonemic Awareness is the ability to notice, think about, and work with individual sounds in spoken words.”



# What is Phonemic Awareness?

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Phonemic awareness specifically focuses on individual sounds (known as phonemes) in words

***Phonemes** are the smallest units of sound in spoken words*

/ m /

1st phoneme

/ a /

2nd phoneme

/ t /

3rd phoneme

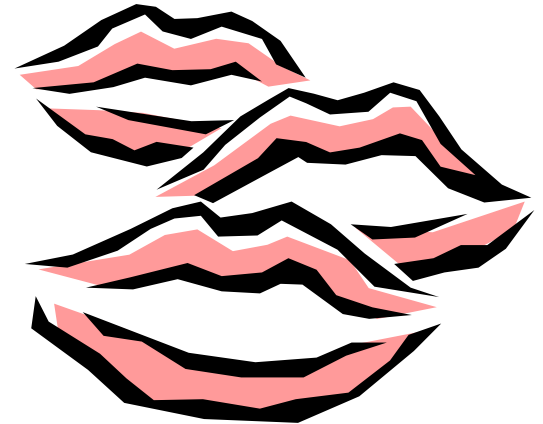


# Phonemes

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- 43 phonemes
  - Consonants
    - Stop/Continuous
    - Voiced/Unvoiced
    - Nasals
    - Liquids
  - Vowels
    - Long/Short
    - Diphthongs
    - R-Controlled



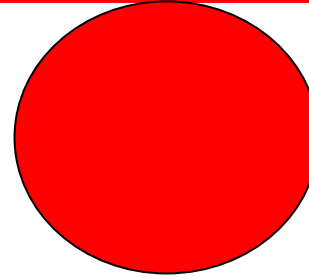
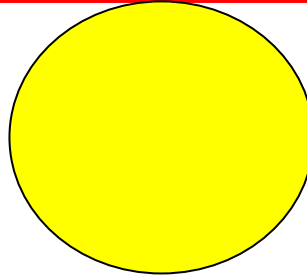
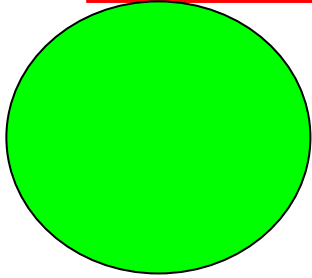


# Blending and Segmenting

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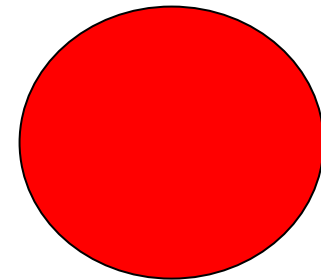
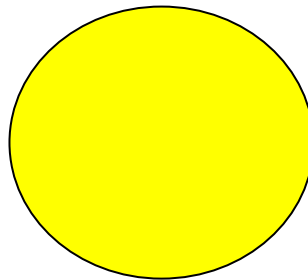
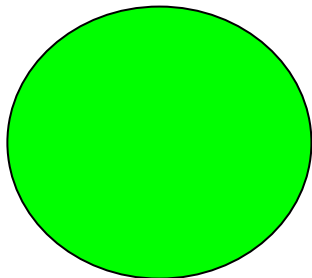
- Children can combine separate phonemes to create a known word
  - What word is /c/ /a/ /t/?
    - Cat!
- Children can break down a word into separate phonemes
  - What sounds do you hear in map?
    - /m/ /a/ /p/
  - How many sounds do you hear in kiss?
    - /k/ /i/ /s/ ~ three!

# Say It and Move It



# Elkonin Boxes

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# Flexible Grouping Resources

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- Say It and Move It
- Elkonin Boxes
- I've DIBEL'd, Now What?
- FCRR centers
- Phonemic Awareness in Young Children
- Reading Readiness
- CORE Sourcebook



# What is Alphabet Knowledge?

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- Letters are the written symbols that are cognitively processed to make reading possible (Adams, 1990b).
- The ease or difficulty with which a student acquires letter knowledge reliably predicts how easily and successfully the students will learn to read (Bond & Dykstra, 1967; Chall, 1996).
- Letter names are the only stable property of letters (Cox, 1992), as shapes and sounds of letters vary.

# Alphabet Knowledge

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- Name the letters of the alphabet
- Upper and Lower case
- Multiple Fonts
- Sequencing



# Letter Recognition

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ABCDEFGHIJKLMNOPQRSTUVWXYZ

**MN**

**A**

**Z**

# Letter Recognition

## The First Noel

A B C D E F G  
H I J K M N  
O P Q R S T U  
V W X Y Z.

No L. No L. No L. No L.  
There is no L in this alphabet.



# What is Phonics?

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- **Phonics**—the knowledge that letters of the alphabet represent phonemes, and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them.
  - NICHD Reading Research Resources Website
- **Phonics**—The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.
  - FCRR Glossary of Reading Terms

# Explicit, Systematic Phonics Instruction

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- **Systematic** – the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence
- **Explicit** – the programs provide teachers with precise directions for the teaching of these relationships
  - *Put Reading First*

# An Explicit Phonics Lesson

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- Phonemic Awareness Warm Up
- Sound/Spelling Review
- Blending
- Decodable Text
- Dictation
- Word Work

# Sound-Spelling Correspondences

- Consonants
  - Digraphs
  - Trigraphs
  - Silent Letter Combinations
- Vowels
  - Long/Short
  - Variant Vowels
    - R-Controlled
    - Diphthongs
  - Schwa



26 Letters + 43 Phonemes = ? Graphemes



# Blending Routines

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- Core Program
  - Continuous
  - Sound-By-Sound
  - Whole Word

# Decodable Text

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- Controlled for Phonics elements
- Controlled for High-Frequency Words
- Core Program Routine
- Read many times



# Dictation

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- The skill of transferring newly learned phonics elements and high-frequency words to print
  - Focus on the objective
  - Use core program resources
  - Include sentences
  - Provide immediate feedback

# Word Work

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- After practicing blending and writing, students need an opportunity to read the whole word with automaticity.
  - Include high-frequency words
  - Provide scaffolding
  - Provide multiple opportunities





# Handwriting

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- Gross Motor vs. Fine Motor
- Consistent prompts
  - Continuous Stroke
  - Manuscript
- Posture & Position
- Multisensory Instruction
  - Visual
  - Auditory
  - Kinesthetic
  - Tactile



# Handwriting

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- Rainbow Writing
- Air Writing
- Salt Box
- Bag of Goo
- Wikky Stix
- Trace and Say
- Raised Letters

# Read Alouds

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- Concepts of Print
- Oral Language
- Vocabulary
- Comprehension

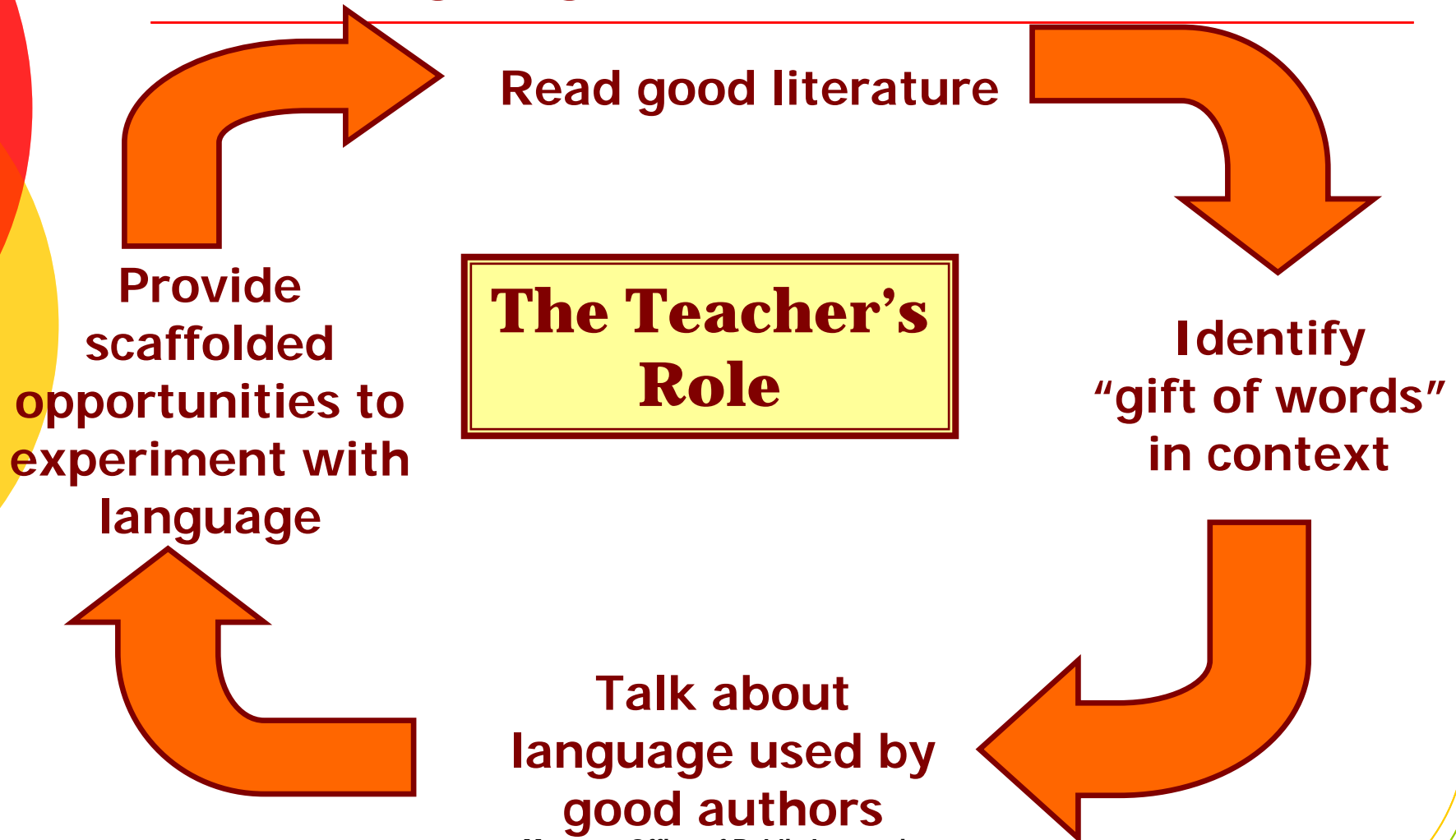


# Concepts of Print

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- The purpose of print – that it carries meaning
- The different forms of print – signs, newspapers, books, etc.
- The relationship between print and the spoken word
- How to hold a book and turn pages one at a time
- How stories work – many have a beginning, middle, and end
- The concept of a word and word boundaries
- The difference between a word and a letter
- The parts of a book – front cover, back cover, title page, etc.
- Directionality – how to read left to right, top to bottom

# Oral Language Opportunities



# Vocabulary Forms

ORAL

## Listening

Words we understand when others talk to us.

RECEPTIVE

PRINT

## Reading

Words we know when we see them in print.

PRODUCTIVE

## Speaking

Words we use when we talk to others.

## Writing

Words we use when we write.



# Specific Word Instruction

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- Introduce many new words
- Teach some words directly
  - High-utility
  - Student-Friendly Explanations
  - Multiple Exposures
  - Practice Opportunities

# Comprehension Strategies

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- Reader Strategies
  - Previewing/Predicting
  - Making Connections
  - Monitoring and Clarifying
  - Question Generation
  - Summarization
- Teacher Strategies
  - Question asking/answering
  - Cooperative learning
  - Graphic/semantic organizers/story maps





# Read Alouds

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- Choose engaging, grade-appropriate text
- Choose books that have rich, varied vocabulary
- Choose books that relate to the core program or other classroom themes
- Schedule a consistent, daily time period
- Practice reading the book until you are fluent



# Resources

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- [www.fcrr.org](http://www.fcrr.org)
- [www.famlit.org](http://www.famlit.org)
- [www.readingrockets.org](http://www.readingrockets.org)
- [www.starfall.com](http://www.starfall.com)
- [www.kellyskindergarten.com](http://www.kellyskindergarten.com)
- [www.alphabetletter.com](http://www.alphabetletter.com)



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# THANK YOU!

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